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## Institute for Leadership in Education Development (I-LED)

### What Do Learners Need?

*Focusing on the Learner*

#### Look at the training from two views:

1. What do the learners want from the training?
2. What do other people think learners should get from the training? For example:
  - faculty,
  - advisors,
  - sponsors, and
  - other stakeholders

#### When and how to assess the learners' needs:

##### ***Before the training***

- Review written/formal materials like:
  - surveys,
  - evaluations of similar programs, and
  - research
- Hold focus groups or discussions with experienced professionals like:
  - representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)
  - colleagues/other professionals,
  - course designers,
  - faculty
- Collect information of work performance like:

*Continue on Reverse*

- direct observation,
- informal reports of peers, and
- information from resource center

### ***During the training***

- Figure out what learners already know, through:
  - observations, and
  - pre-course surveys
- Watch how and what the learner is doing during training and make changes as needed, for example:
  - how they respond to questions,
  - comments they are making,
  - how they are doing in problem-solving exercises

### ***After the training***

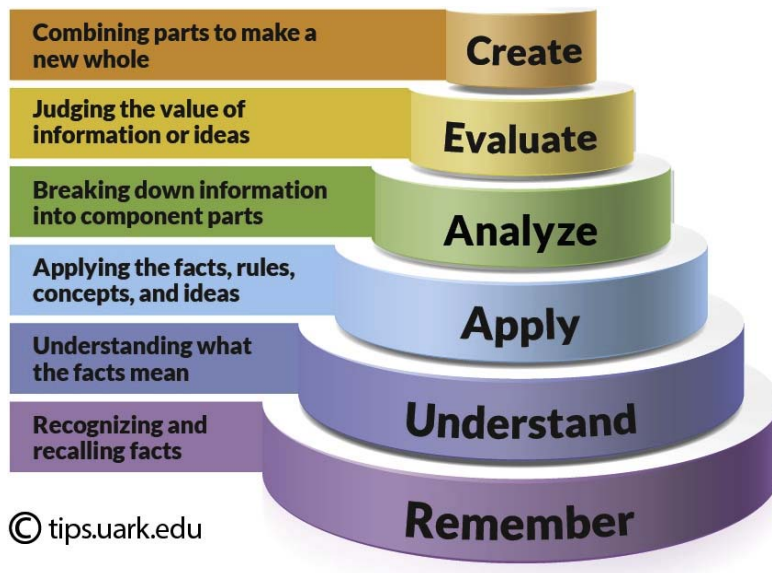
- Discuss the training with faculty and staff.
- Revise the training using comments from learners.
- Send out post-training surveys (3-6 months after the training).
- Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.

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### LEARNING OBJECTIVES

#### Key Questions:

1. Based on your needs assessment, what should learners **think, feel, or do** because of the class?
2. What level of **cognitive functioning** are you hoping to achieve?



3. What **actions** will demonstrate that learners are able to remember, understand, apply, analyze, evaluate, or create? Objectives should complete this phrase “*Because of this class, learners will be able to...*”

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
<b>Creating</b>	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this class, the learner will be able to design an original homework problem dealing with the principle of conservation of energy."</i>
<b>Evaluating</b>	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this class, the learner will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</i>
<b>Analyzing</b>	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this class, the learner will be able to differentiate between potential and kinetic energy.</i>
<b>Applying</b>	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this class, the learner will be able to calculate the kinetic energy of a projectile.</i>
<b>Understanding</b>	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this class, the learner will be able to describe Newton's three laws of motion in her/his own words.</i>
<b>Remembering</b>	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this class, the learner will be able to recite Newton's three laws of motion.</i>

Resources obtained from: <https://tips.uark.edu/using-blooms-taxonomy/>

4. Are your objectives SMART?

<b>S</b>	Specific
<b>M</b>	Measurable
<b>A</b>	Achievable
<b>R</b>	Relevant
<b>T</b>	Time-oriented